



## The Academy for Teaching and Learning

109 Hinton Street  
Chester, SC 29706

<b>Grades</b>	K-8 Elementary School	
<b>Enrollment</b>	330 Students	
<b>Principal</b>	Robyn Brakefield and Mary	803-385-6334
<b>Superintendent</b>	Dr. Agnes Slayman	803-385-6122
<b>Board Chair</b>	Mrs. Maggie J. James	803-581-4330

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Average</b>	<b>Below Average</b>
2012	Average	Average
2011	Average	Average
2010	Good	Excellent
2009	Average	Good

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2012-13 whose 2011-12 test scores were located

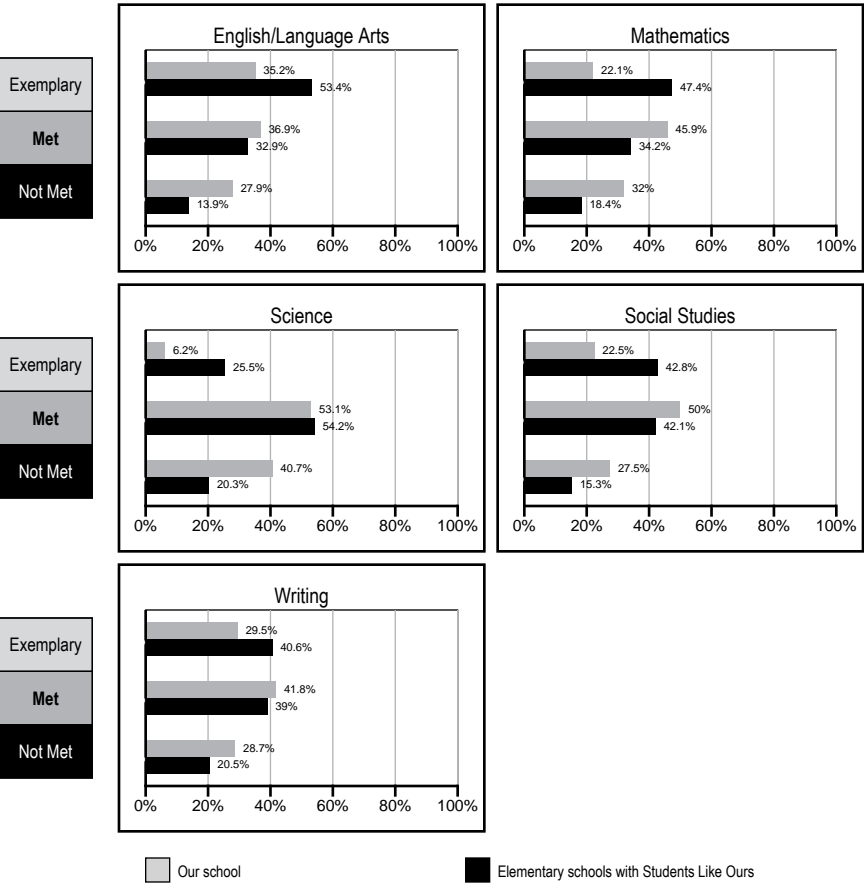
99.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
41	21	4	1	0

\* Ratings are calculated with data available by 12/14/2013.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=330)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	No Change	0.8%	0.9%
Attendance rate	95.3%	Down from 95.6%	96.7%	96.3%
Served by gifted and talented program	0.0%	N/A	10.6%	7.2%
With disabilities	11.3%	N/A	11.2%	12.4%
Older than usual for grade	1.2%	N/A	1.4%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=24)</b>				
Teachers with advanced degrees	66.7%	Down from 78.9%	63.9%	62.5%
Continuing contract teachers	75.0%	Down from 84.2%	82.2%	83.3%
Teachers returning from previous year	96.4%	Up from 94.4%	89.7%	88.3%
Teacher attendance rate	95.4%	Up from 95.2%	95.2%	95.0%
Average teacher salary*	\$48,189	Up 0.5%	\$48,958	\$48,193
Professional development days/teacher	11.3 days	Up from 7.6 days	11.0 days	11.0 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	20.4 to 1	Up from 18.8 to 1	21.0 to 1	20.1 to 1
Prime instructional time	89.7%	Up from 89.6%	90.7%	90.0%
Opportunities in the arts	Poor	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	99.3%	Down from 99.7%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,904	Down 6.7%	\$6,732	\$7,364
Percent of expenditures for instruction**	65.0%	Up from 61.1%	69.0%	68.0%
Percent of expenditures for teacher salaries**	64.0%	Up from 58.4%	67.0%	66.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The faculty, parents, students, and community members have worked diligently to establish a learning environment that promotes optimal learning. The Academy for Teaching and Learning (Academy) has developed a school mission that values each child and faculty member as an individual and strives to provide support and encouragement that ensures that all members of the school family reach academic and social success. The Academy's goals to focus on professional development and reflection of student progress will ensure that all students reach academic and social excellence.

The Academy implemented a systematic approach in gathering student data from various sources (PACT, MAP, formal and informal assessments, and interest inventories) to determine academic remediation and acceleration opportunities. Staff members used the results from the data to reflect on their teaching practices and search for various strategies to reach all learners. Students were provided an additional hour of instruction each day during the school's extended day program. PACT and MAP data showed a positive impact on student achievement.

The Academy has established a strong sense of community for all the students who attend the school. Middle school students are given the opportunity to work with younger students in the school's mentoring program. Weekly gathering are held on Fridays that showcase students learning and recognize Students of the Week, Perfect attendance, Honor Roll, and Good Citizens Awards. The school continued to involve every student in service learning projects that help the community. The Academy focused on community hunger with several food drives to stock the local food pantry. The school participated in Relay for Life and raised funds to fight cancer. The school continued to implement the components of the Heartwood Character Education curriculum with students.

Students are given a variety of extra-curricular activities during the school's extended day program and during regular school hours. Students have the opportunity to participate in 4-H activities, Junior Achievement, Student Council, YMCA swimming lessons, band, steel drums, chorus, cheerleading, and dance. Each nine weeks, students are given a survey to determine opportunities for enrichment.

Parent involvement continues to drive the school's mission and support faculty and students. Parents are an active component of the success of the school. Parents serve as board members to govern the schools and participate on committees that promote student success.

In the future, the Academy will continue to make data driven decisions that identify areas of weakness and focus on professional development to establish "best practices" in teaching. This will give every student at the Academy an opportunity to reach their full potential.

Robyn Brakefield  
Mary Ann Dawkins  
Directors

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	38	31
Percent satisfied with learning environment	91.7%	100%	96.8%
Percent satisfied with social and physical environment	100%	100%	93.5%
Percent satisfied with school-home relations	100%	80.5%	100%

\* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	75.4
Overall Grade Conversion	C

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

The Academy for Teaching and Learning school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.1%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	2.2%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.1%	0.0%	No
Student attendance rate	95.3%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	652.1	635.2	607.1	633.7	100.0	100.0
Male	646.8	632.4	610.5	630.5	100.0	100.0
Female	656.2	637.2	604.5	636.8	100.0	100.0
White	654.8	638.9	612.2	637.3	100.0	100.0
African American	N/A	N/A	N/A	N/A	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	644.5	620.5	596.7	624.2	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	39	100	18.9	32.4	48.6	81.1
	4	40	100	32.5	37.5	30	67.5
	5	35	100	22.9	48.6	28.6	77.1
	6	31	100	41.9	48.4	9.7	58.1
	7	27	100	40.7	25.9	33.3	59.3
	8	26	100	34.6	26.9	38.5	65.4
2013	3	42	100	23.8	19	57.1	76.2
	4	39	100	28.2	48.7	23.1	71.8
	5	41	100	31.7	43.9	24.4	68.3
	6	34	100	32.4	41.2	26.5	67.6
	7	27	100	29.6	51.9	18.5	70.4
	8	27	100	40.7	33.3	25.9	59.3
Mathematics							
2012	3	39	100	37.8	37.8	24.3	62.2
	4	40	100	27.5	55	17.5	72.5
	5	35	100	20	45.7	34.3	80
	6	31	100	35.5	54.8	9.7	64.5
	7	27	100	22.2	63	14.8	77.8
	8	26	100	30.8	57.7	11.5	69.2
2013	3	42	100	40.5	35.7	23.8	59.5
	4	39	100	28.2	53.8	17.9	71.8
	5	41	100	26.8	48.8	24.4	73.2
	6	34	100	41.2	32.4	26.5	58.8
	7	27	100	37	44.4	18.5	63
	8	27	100	25.9	55.6	18.5	74.1
Science							
2012	3	20	100	38.9	50	11.1	61.1
	4	40	100	32.5	57.5	10	67.5
	5	18	100	50	44.4	5.6	50
	6	16	100	43.8	43.8	12.5	56.3
	7	27	100	22.2	48.1	29.6	77.8
	8	13	100	15.4	53.8	30.8	84.6
2013	3	21	100	42.9	42.9	14.3	57.1
	4	39	100	43.6	53.8	2.6	56.4
	5	21	100	33.3	61.9	4.8	66.7
	6	17	100	41.2	52.9	5.9	58.8
	7	27	100	22.2	63	14.8	77.8
	8	14	100	21.4	71.4	7.1	78.6

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	19	100	15.8	47.4	36.8	84.2
	4	40	100	27.5	50	22.5	72.5
	5	17	100	23.5	47.1	29.4	76.5
	6	15	100	26.7	60	13.3	73.3
	7	27	100	14.8	55.6	29.6	85.2
	8	13	100	38.5	23.1	38.5	61.5
2013	3	21	100	23.8	52.4	23.8	76.2
	4	39	100	23.1	61.5	15.4	76.9
	5	20	100	40	25	35	60
	6	17	100	17.6	58.8	23.5	82.4
	7	27	100	33.3	37	29.6	66.7
	8	13	100	30.8	38.5	30.8	69.2
Writing							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	35	100	28.6	22.9	48.6	71.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	26	100	30.8	34.6	34.6	69.2
2013	3	42	100	35.7	23.8	40.5	64.3
	4	39	100	17.9	64.1	17.9	82.1
	5	41	100	31.7	39	29.3	68.3
	6	34	97.1	30.3	42.4	27.3	69.7
	7	27	100	40.7	44.4	14.8	59.3
	8	27	100	14.8	59.3	25.9	85.2

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